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ABSTRACT

The Louisiana Educational Employees Professional Improvement Program (PIPS) is an individualized, incentive-based, statewide, inservice development program for school administrators and teachers. This presentation describes PIPS and analyzes it according to recommended models for the development and implementation of inservice programs for school administrators. All potential participants must submit for approval by the local committee a five-year plan (containing five one-year components) of professional development and improvement. The plan must consist of both academic and inservice pursuits. Participants in the program receive salary increments based on years of experience and educational attainment. The enhanced salary becomes effective at the onset of the five-year plan and ranges from approximately $1,100 to more than $3,700 per year. The program is deemed to be significant in stimulating the continuing professional development of school personnel because (1) it is a relatively comprehensive staff development program; (2) a substantial amount of professional input from personnel preceded its implementation; (3) the five-year plans are to be based on individual planning; (4) the state has funded the program at the substantial level of $63 million; and (5) "controlling boards" are at the state and local level. (Author/MLF)

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ADMINISTRATOR IN-SERVICE EDUCATION: STRUCTURE AND ANALYSIS OF AN INDIVIDUALIZED STATEWIDE INCENTIVE PROGRAM

by

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Introduction

The Louisiana Educational Employees Professional Improvement Program was enacted by the 1980 Regular Session of the Louisiana Legislature. The legislation (Act 207) was established to promote continuing educational development of public school personnel. The program was designed primarily for public elementary and secondary classroom teachers, but librarians, principals, assistant principals, guidance counselors and other personnel for whom a valid, standard type A,B,C, or Lifetime Louisiana Teacher Certificate is required for employment and who have completed three years of successful teaching, are eligible to participate in the program.

The operational details were devised under the leadership of the State Department of Education with the concurrence of the State Board of Elementary and Secondary Education. Upon establishment of the structure for conducting the program the Legislature provided funding during the 1981 Regular Session. With the Governor's signature the program funding for fiscal year 1982 was 63 million dollars.

Purpose

The purpose of this presentation is to describe the Louisiana Educational Employees Improvement Program (commonly designated PIPS) and to analyze the program based on recommended models for the development and implementation of inservice programs for school administrators. Since

credit for participation was not possible prior to July 1, 1981, it was inappropriate to provide information on administrator enrollment in the program.

Description of the Program

Varied, previously enacted, legislation has provided the stimulus for continued professional development by educators. However, the Louisiana Educational Employees Professional Improvement Program (PIPS) extends prior opportunities dramatically and contains a significant salary incentive plan for participation. The program was designed to improve the professional development of public school teachers but school administrators are also eligible to participate. Essentially, the legislation provided for an individualized, incentive-based, statewide, in-service development program for school administrators.

The State Committee.

The operational structure of the PIPS program was formulated by the State Committee for the Louisiana Educational Employees Professional Improvement Program. Act 207 specified that the state committee would be composed of eleven members appointed by the State Superintendent of Education with the approval of the State Board of Elementary and Secondary Education (one member to represent higher education has been added to the committee). Members serve concurrent terms of four years each and may be reappointed to additional terms.

The powers, duties, and functions of the state committee which appears in the legislation are:

(1) Establish and disseminate criteria and guidelines for the implementation and administration of the professional improvement committees.

(2) Fix the number of PIPS which must be earned for successful completion of a five-year professional improvement program.

(3) Determine and disseminate the specific types of activities and pursuits for which PIPS can be earned by participants in the program and fix the PIPS to be credited for each type of activity and pursuit.

(4) Review and evaluate the activities of the local professional improvement committees and make recommendations for improvement.

(5) Coordinate statewide and local professional improvement program activities with the department.

(6) Do and perform any other thing necessary or incidental to accomplish the above purposes.

The Local Committee.

The individual professional improvement programs are each administered by a Local System Professional Improvement Committee (one per local school system--66) composed of eleven members. Two of the eleven members are appointed by the respective school board from the public at large. At least one of these two members shall have a child enrolled in a public school in the respective school system.

The powers, duties, and functions of the local committees are to:

(1) Implement the professional improvement program in the respective school system within the guidelines and criteria established by the state committee.

(2) Review and approve, modify, or reject the professional improvement plans submitted by each participating teacher in their respective school system.

(3) Periodically, but not less than once a year, review the actual accomplishments of each participating teacher, fix the number of PIPS actually earned for each completed activity, and notify the teacher in writing of PIPS awarded. The number of PIPS to be awarded for each activity shall be based on such criteria as fixed by the state committe in accordance with provisions of R.S. 17:3613, which shall include the length of time spent, degree of effort expended, and relative importance in professional development for the individual, as well as contributions to the improvement of

educational curricula or programs. Notwithstanding any other provision of law to the contrary, no action shall be taken pursuant to this paragraph except upon the affirmative vote of a majority of the entire membership of the local committee.

(4) Review and certify or reject the successful completion of the five-year professional improvement program of each participating teacher.

(5) Consider and grant or reject each application submitted for a one-year extension of time to complete a program. Extensions of one year shall be granted if the local committee finds the failure to complete the five-year program was the result of extenuating circumstances.

(6) Notify the department of the success or failure of each teacher who voluntarily participates in the program at the end of the five-year program.

(7) Report at least once each year on its activities to the state committee and make recommendations for improvement of the program and its administration.

Logistical support for committees is to be provided by the local school board. Local committee members serve without pay but may earn 50 points in an improvement program for four years of committee service.

The Five-Year Plan.

All potential participants must submit for approval by the local committee a five-year plan of professional development and improvement which consists of both academic and in-service pursuits. The five-year plan consists of five one-year components. Eligible professional improvement activities must first be approved by the state committee.

The essence of the five-year plan is summarized in the provisions of the Act.

(1) Each participating teacher shall submit to his or her local committee, in writing, a professional improvement program plan for five years, which shall be based on his or her needs as determined through self-evaluation of career needs and interests as determined in conjunction with the local committee. Each plan shall indicate as specifically as possible the activities intended to be pursued, the time

for completion, and the goals to be reached. Each plan shall be subdivided into one-year increments and shall contain the estimate of the teacher of the number of the PIPS each activity should be awarded.

(2) Each submitted plan shall be reviewed, evaluated, and, if necessary, modified by the local committee which shall assign the number of PIPS to be awarded for each activity planned as determined by the state committee in accordance with R.S. 17:3613(3). The local committee shall require that the total PIPS planned to be earned in each five-year plan is the number required by the state committee.

(3) Each participant may modify his plan during the five years with the approval of the local committee, if such modification does not reduce the total number of PIPS required to be earned for successful completion of the program. A participant who transfers from one public school system to another may continue to follow the plan approved by the local committee in the system from which the transfer was made.

Provisions for appealing denial have been established by the state committee.

Further provisions for reporting progress and granting time extensions are included in the Act. They are:

(1) Periodically, but not less than once a year, each participant shall submit a written report with proper documentation of the activities completed, as of that time. The local committee shall review the report, fix the number of PIPS actually earned for the completed activities, and recommend any necessary modification of the plan.

(2) At the completion of each five-year plan, the local committee shall review the activities completed and notify the teacher and the state committee in writing that (1) the five-year program has been successfully completed by the teacher, or (2) the five-year program has not been successfully completed, with reasons for such decision, or (3) upon application of the participant, a one-year extension for completion has been granted because of extenuating circumstances.

The Point System

Participants must earn a total of 300 points during the five-year plan in order to complete the program. A minimum of fifty points (50) must be earned each year: thirty points (30) in the area of academic pursuits and twenty points (20) in the area of in-service projects.

Academic pursuits may consist of:

(1) Taking relevant formal college courses at either the graduate or undergraduate level in areas of job certification or job assignment (with some exceptions).

(2) Preparing and conducting approved workshops.

(3) Supervising student teachers.

(4) Developing and implementing innovative and exemplary programs.

In-service projects may consist of:

(1) Approved conferences.

(2) Approved workshops.

(3) Approved seminars.

(4) Task forces whose purpose is to develop education programs.

The additional fifty points to be earned in the five-year plan [300-5(50)=50] may be earned any time during the five-year period and may be earned in academic or in-service pursuits. Accumulating more than fifty points will be acknowledged on each respective teacher's certificate.

The Salary Incentive Plan.

Participants in the professional improvement program receive salary increments based upon years of experience and educational attainment. The increments were established in the percentage scale mandated in Act 207. The index figure for each participant is multiplied by the salary of a teacher with three years of experience and a Bachelor's degree (currently set at $11,295). The difference in amounts between the computed figure and the participant's regular salary yields the amount of the salary incentive. Salary increments range from approximately 7 to 26 percent on a yearly basis. The amount of incentive pay ranges from approximately $1,100 to more than $3,700 per year. The percentage scale is listed in Appendix A.

The participant's enhanced salary becomes effective at the onset of the five-year plan. Upon successful completion of the five-year plan the

participants continue to receive the salary incentive and, or, no less a salary amount than would be received under the provisions of Act 207.

Participants may drop out of the program at the end of any anniversary period without being required to reimburse any salary incentive previously received. The obligation to refund enhanced salary amounts is incurred (with some exceptions) when a person drops out of the program during the course of the year. The salary of persons who have not completed the program simply reverts back to the local level scale or to the state Minimum Foundation scale. Extensions up to one year may be granted to participants in order to complete programs.

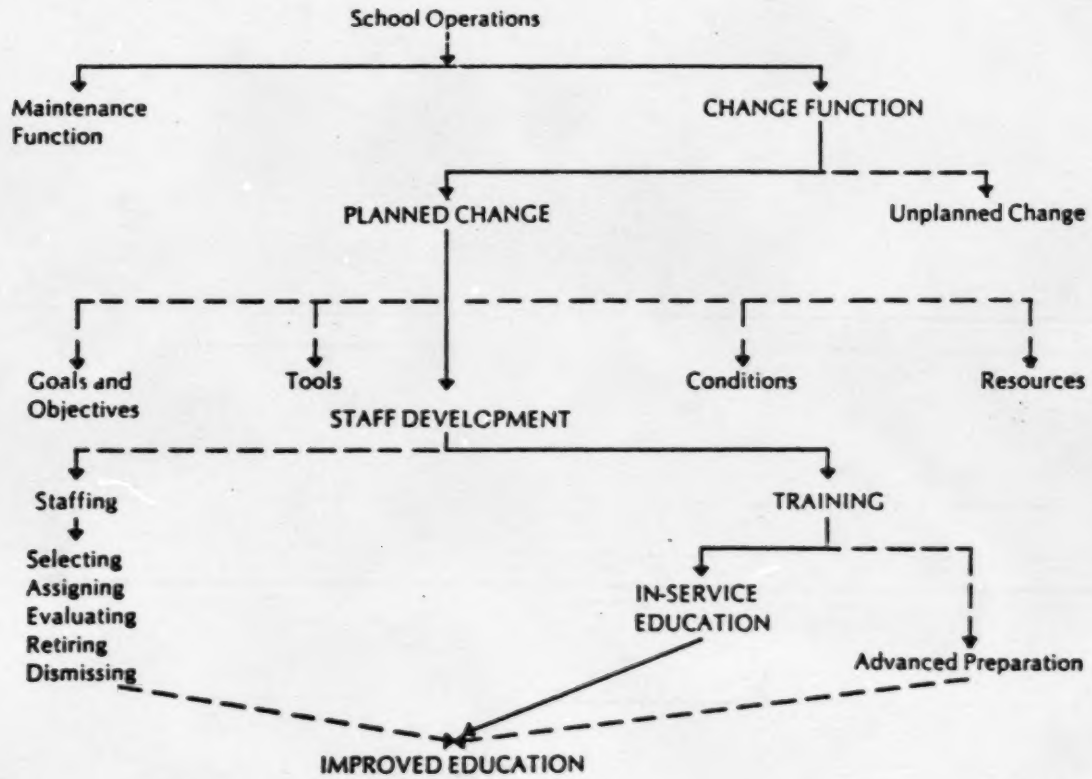
Analysis

Literature on in-service education is often found under the banner of staff development. Some authors feel that systematic differentiation should be made between in-service education and staff development. Harris attempts to clarify part of these differences in the context of the change function. (4 & 5) He perceives in-service education as one element of staff development as indicated in Exhibit 1-2. (4: 25)

Alfonso emphasizes differences between staff development and instructional supervision. (1) Interestingly he notes the absence of locally sponsored comprehensive, coordinated programs of staff development for professional, classified and instructional personnel. He emphasizes the need for broad involvement in planning when such programs are developed.

One reference which deals specifically with the in-service education of school administrators was published in 1963. (6) It is obviously dated but a chapter reviewing existing programs contains familiar references to in-service activities. Guidelines for developing programs are also included in order to provide recommended guides to action.

Exhibit 1-2. IN-SERVICE EDUCATION AS A PART OF STAFF DEVELOPMENT



Adapted from *In-Service Education: A Guide to Better Practice* by Ben M. Harris, E. Wailand Bessent and Kenneth E. McIntyre.

The Practitioner has recently updated in-service practices. (7) Two sections of this reference review some current trends and research findings. One of the findings reveals that program success is linked to individual selection of goals and activities.

Bishop has prepared a comprehensive treatment on plans and procedures for use in staff development. The work is summarized in his Instructional Change Model. (2: 4)

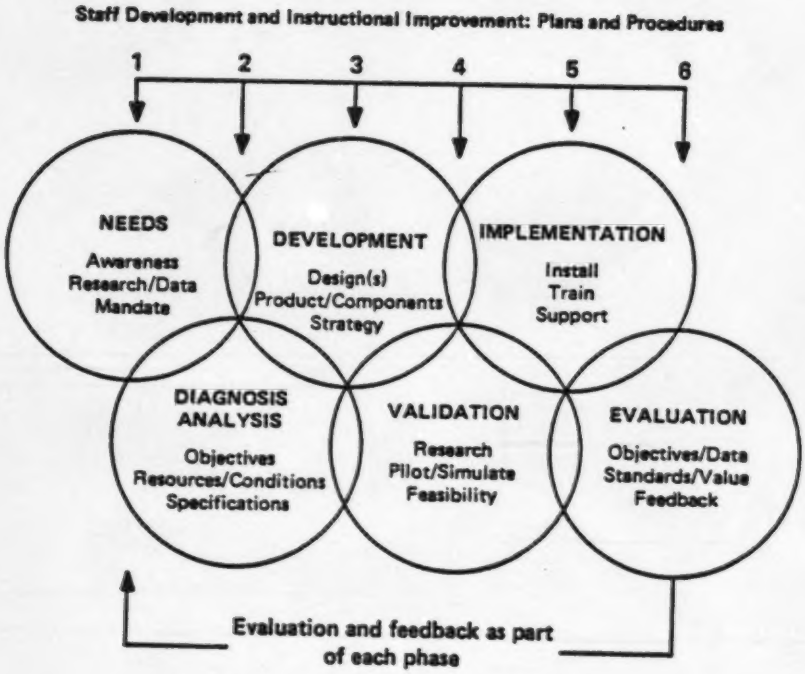


FIGURE 1.1 Instructional Change Model.

Part of this presentation is concerned with analyzing the PIPS program based on recommended models for the development and implementation of in-service programs for school administrators. Examination of the program reveals that it is comprehensive enough to be more properly identified as a relatively comprehensive staff development program rather than simply an in-service program.

Developmental work prior to the legislation and subsequent to its adoption indicates a substantial amount of professional input from personnel. The sufficiency of participation is difficult to determine at this time. The five-year plans will be based on individual planning an important element in developing successful in-service programs.

Due to the comprehensiveness of the program (statewide in scope and affecting all local public school systems) the writer has decided that the most appropriate bench mark for evaluating the program to this point is via the suggestions for state laws for in-service education made by Harris. (4: 381-386) The suggestions are comprehensive and too numerous for detailed consideration in this presentation. However, four specific areas of concern for inclusion in state legislation on in-service education are:

(1) The Comprehensive State Program
(2) Supplementary Educational Services Program
(3) Leadership Training and Innovations Program
(4) Instructional Program Development and Improvement Fund

The PIPS program is consistent with the desirable elements identified for "The Comprehensive State Program Component". The program is coordinated at the state level through the State Committee and The State Department of Education. Each local system is to provide for its needs via the Local Committee.

No "Supplementary Educational Services Program Component" has been established in the PIPS program. The most prevelant regional influence may exist in the State's universities.

The PIPS program does not contain a specific "Leadership Training and Innovations Program Component". The legislation has not deliberately provided for encouraging or requiring the preparation of specific in-service education specialists. However, other units or agencies in the State Department of Education may be able to provide such leadership and/or programs.

The State has funded the PIPS program at a substantial level. The legislative funding was 63 million dollars for salary incentive pay. This action substantially meets the criteria for the "Instructional Program Development and Improvement Fund Component". The criteria include specific references to comprehensive evaluation programs of in-service activities.

While the Local Committee's are required to "review" five-year plan progress there is no provision in the program for a comprehensive evaluation program.

Based on the components in the suggestions for state laws on in-service education and the analysis of PIPS it would seem that the program is relatively inadequate. A realistic perspective is to view the suggestions as ideals. On that basis, the program seems to be a significant step forward in stimulating the continuing professional development of school personnel. The establishment of "controlling boards" at the state and local level with the professional representation and the substantial funding provided for implementation are strong factors favoring the successful operation of the program. The inclusion of school administrators in the program provides the comprehensivess that can well serve to improve the quality of education in Louisiana. Experience with implementation will determine "the rest of the story".

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APPENDIX B: PERCENTAGE SCALE USED TO COMPUTE SALARY INCREMENTS FOR PARTICIPANTS IN THE LOUISIANA EDUCATIONAL EMPLOYEES PROFESSIONAL IMPROVEMENT PROGRAM (ACT 207)

Experience	Bachelor's	Master's	Master's + 30	Specialist	Ph.D. or Ed.D.
3	110	116	120	124	128
4	113	119	123	127	131
5	116	122	136	130	134
6	119	125	129	133	137
7	122	128	132	136	140
8	125	131	135	139	143
9	128	134	138	142	146
10	131	137	141	145	149
11	134	140	144	148	152
12	137	143	147	151	155
13	137	143	150	154	158
14	137	143	153	157	161
15	141	147	156	160	164
16	141	147	156	160	164
17	141	147	156	160	164
18	145	151	160	164	168
19	145	151	160	164	168
20	145	151	160	164	168
21	149	155	164	168	172
22	149	155	164	168	172
23	149	155	164	68	172
24	149	155	164	168	172
25	149	159	168	172	176